DOCUMENT RESUME

ED 191 869 IR 008 724

AUTHOR Anderson, Pauline H.
TITLE The Library in the Independent School.
INSTITUTION National Association of Independent Schools, Boston, Mass.
PUB DATE 80
NOTE 59p.
AVAILABLE FROM National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($5.50 plus $1.00 postage and handling).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Check Lists; Elementary Secondary Education; Evaluation Criteria; Guidelines; *Learning Resources Centers; Librarians; Library Administration; *Library Role; *Private Schools; School Libraries; *Self Evaluation (Groups)

ABSTRACT

Some of the issues currently confronting libraries are discussed from the perspective of the librarian in an independent school, including automation, censorship, copyright legislation, evaluation, insurance, and networks. A section of statements about these issues and questions relating them to the respondent's library is provided as a guide to increase understanding of the school and library environment. Checklists are offered for both librarians and the head of the school to serve as starting points in a self-evaluation of the independent school library. Appendices include a list of relevant acronyms and their meanings and sample guidelines for library self-evaluation. (Author/SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

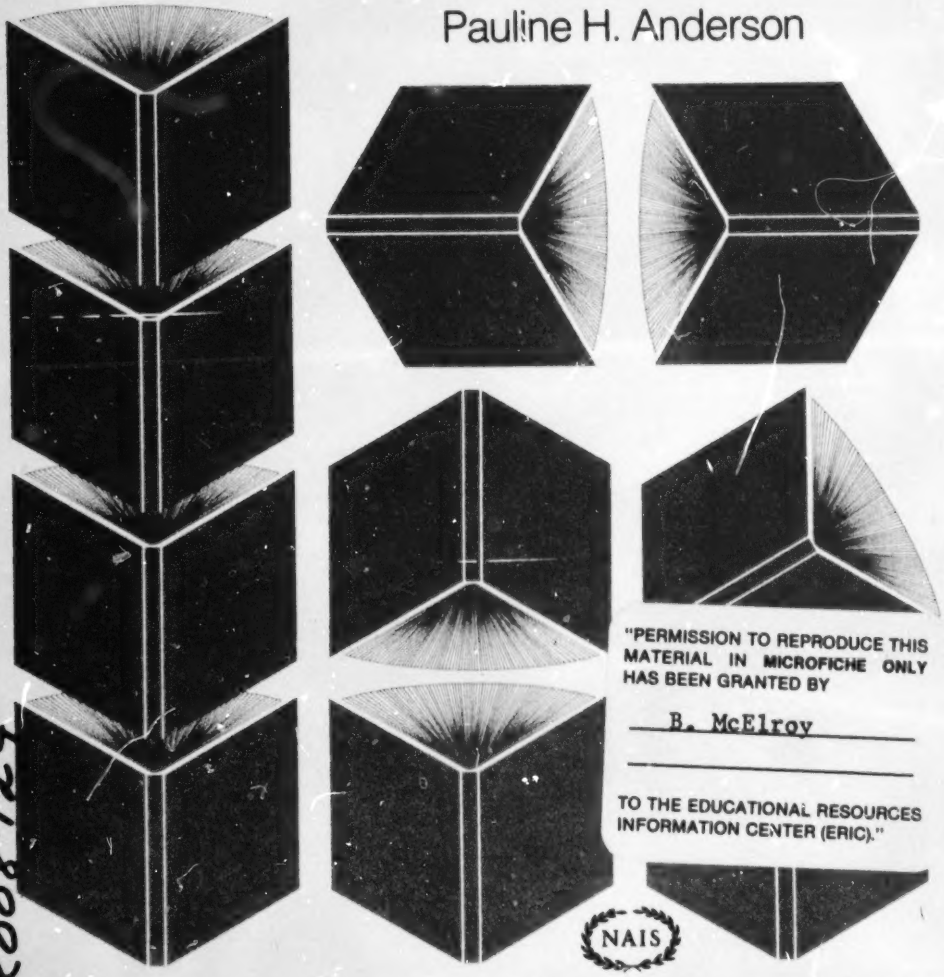
ED191469

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Library in the Independent School

Pauline H. Anderson



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

B. McElroy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NAIS

National Association of Independent Schools
18 Tremont Street, Boston, Massachusetts 02108

IR008724

Contents

Foreword v

1
Independent Schools
and Their Libraries 1

2
Library Issues and Concerns 7

3
The Library in the School 19

4
Library Self-Evaluation 28

Appendix A
Acronyms for the Uninitiated 51

Appendix B
Sample Guidelines for a
Library's Self-Evaluation 54

Foreword

During the academic year 1966-67, I was privileged to be the holder of a Braitmayer Fellowship, administered by the National Association of Independent Schools and awarded for the study of libraries in secondary schools throughout the United States. I continue to be deeply indebted to all those librarians and administrators who gave so freely of their time to make that year such a memorable one—a year when so many of us learned so much from one another. I shared the findings of that year through my report, *The Library in the Independent School*, which NAIS published in 1968.

More than a decade has now gone by since that report was published—years that have produced many changes in our libraries and in our schools. The traditional library has given way—in fact, if not in name—to the media center, where all printed and nonprinted resources and their accompanying technologies are brought together for the purpose of dispensing knowledge and information through a unified program. New technologies and new concepts of library service have combined to give the library a "new look."

Some problems from a decade ago remain problems, but many of the old problems have been succeeded by new problems; unsophisticated procedures have become sophisticated procedures; new concerns have emerged. The 1970's have produced more opportunities for librarians in independent schools to work together, to share their experiences, and to communicate more frequently and freely with one another than has any previous decade.

Local, state, and regional organizations of independent school librarians have come into existence. "The Library Connection," an NAIS-sponsored newsletter, keeps us in touch with other people's activities, problems, and concerns. Intensive workshops at national, local, and regional levels have given librarians from a wide variety of independent schools occasions to learn from one another. The nonpublic school section of the American Association of School Librarians, officially voted into existence at the annual American Library Association conference in Dallas in June 1979, will be highly productive for all of us. Librarians in independent schools and librarians in the public school sector have much expertise to share.

Official recommendations and guidelines for secondary school library programs, carefully researched and designed by professional organizations and state departments, are available for all to see. We in independent schools should make full use of these recommendations and guidelines to the extent that they apply to us. Independent schools are so diverse in character that no single set of recommendations or guidelines can ever be devised that will be totally applicable to each of our schools. Librarianship in an independent school remains a very personal kind of librarianship, just as the education offered in each of our schools remains a very personal kind of education. Because the libraries and the library programs in our schools must reflect the diversity of our schools, the program designs have ultimately to come from within individual schools.

This updated and revised version of *The Library in the Independent School* is not an attempt to make official recommendations, for we must turn to professionally researched and designed materials for those. If it can give administrators, librarians, and teachers a starting point for continuing discussions of libraries and library programs within individual schools, and if it can provide answers to expressed concerns, it will fulfill its purpose.

Pauline H. Anderson
Director of The Andrew Mellon Library
Choate Rosemary Hall
Wallingford, Connecticut

1

Independent Schools and Their Libraries

According to catalogues and handbooks published through the years, independent schools have traditionally recognized the importance of the library and its place within the school. Unfortunately, public recognition has often been unaccompanied by concrete, realistic support.

In February 1938, Oscar McPherson, librarian at the Lawrenceville School, published *A Study of Libraries in Schools of the Secondary Education Board.* The Secondary Education Board, a predecessor of the National Association of Independent Schools, consisted of 163 independent schools at that time. This study, undertaken by Mr. McPherson in 1936 at the request of the SEB, was intended to serve as a basis for recommendations for improving existing libraries and creating libraries in schools where they did not exist.

Three selections from Mr. McPherson's report reveal the situation in our schools some forty years ago.

> Private school libraries have for years been in the hands of frail retired masters and overburdened teachers.
>
> The general deduction is that there are perhaps twenty schools in the group that have admirably effective libraries, made possible by the enlightened awareness of their heads; by their possession of sufficient funds from endowment or fees or both; by their developing and establishing traditions of cooperation

> and belief in the efficacy of book and museum services as indispensable educational media.
>
> The facts reveal conditions throughout the private school world that offer convincing evidence of the need for radical changes in the general attitude toward the private school library as necessary prerequisites to increasing the number of libraries and the effectiveness of those already in existence.

Almost immediately on the heels of the McPherson report came a decade of uncertainty—a decade that included war, recovery from war, and adjustment to peace. Attitudes toward libraries improved in the schools, but the times were not propitious for large-scale constructive action. The status quo of libraries in independent schools did not change significantly in the 1940's.

For too many years, libraries in independent schools were undernourished, and this constant deprivation left them with grave handicaps to overcome: too few staff members, inadequate financial support, substandard physical facilities, insufficient administrative understanding of the role of the library, the erroneous belief that quantity was synonymous with quality, and the traditional image of the library as a storehouse of books. The schools that had long offered outstanding library resources and services continued to do so; other schools came with inadequate resources, facilities, and services into the 1950's and even into the 1960's.

With the advent of Sputnik and the ensuing revolution in education, emphasis on independent study, new media and machines for transmitting knowledge, pressure for admission to college, and the trend away from textbook teaching, the library took on new importance within the school. Added impetus to school library development on a national scale came with the passage of the Elementary and Secondary Education Act (ESEA) of 1965, the School Library Development Project, and the Knapp School Libraries Project. In 1967, U.S. Commissioner of Education Harold Howe II pointed out that "what a school thinks about a library is a measure of what it thinks about education."

Independent schools, which had long been committed to ex-

cellence in education, became increasingly aware in the 1950's and 1960's that the library, because of its unique nature, had to assume major responsibility for the school's fulfillment of that commitment. Infinite numbers of independent schools throughout the United States began to translate this awareness into new or expanded facilities, enlarged library staffs that included qualified people skilled in diverse areas, increased administrative and faculty understanding of the role of the library, and more realistic financial support. This new emphasis on libraries neither resolved all the old problems nor failed to create new ones. But the library in the independent school came of age in the 1950's and 1960's as it ceased to be an isolated department and became the school's most important academic resource.

The current scene

Cults, cultures, and subcultures, social and political upheavals, ecological and environmental concerns, and lingering student unrest accompanied our transition into the 1970's. As individual schools and libraries, we became more flexible and more responsive to rapid changes and new needs in the world around us as well as on our own campuses and in our own schools.

Jealousies and competition among librarians who favored the print media, those who favored the audiovisual media, and the proponents of television faded. These three disparate elements and programs have become incorporated into one unified program. The word "library" has become respectable again, but it is clearly understood that the library of the 1970's —and now the 1980's—functions as a library media center. To remain balanced and useful in the academic life of the school, library resources must be constantly evaluated and reevaluated.

Major financial changes in the national economy have affected libraries as the cost of resources and equipment has begun to soar in a dramatic fashion. According to figures compiled by the National Institute of Education, the cost of American periodicals increased by 122 per cent between 1971 and 1978. The cost of hardcover books published in the United

States rose by 81 per cent during this same period. Rising costs have caused librarians to seek creative and workable programs for sharing their resources. A new dependence on interlibrary loan systems is another by-product of shifts in the national economy. The federal funding program known as ESEA Title II has become ESEA Title IV-B, and benefits to independent school libraries are still available under this program.

Strengthened library resources, facilities, and services in independent schools reflect the improved and committed involvement and cooperation of administrators, teachers, and librarians in planning and execution. Systematic long-range planning is both an academic and a financial necessity. Better communications and working relations exist among all types of libraries—independent and public school, independent school and college and university, independent school and public, independent school and regional, independent school and state. Networks have developed and will continue to develop at local, state, regional, and national levels. As librarians, we must make intelligent use of the networks available to us.

A mass and maze of initials have crept into the programs of libraries and the vocabularies of librarians. Some of the organizations and services (such as EDRS and OCLC) represented by acronyms have daily impact on some of our libraries in terms of broadened resources and technical procedures; others will have daily meaning for us in the years ahead. Appendix A gives a comprehensive listing of acronyms.

Participation in meetings preliminary to governors' conferences on libraries, the conferences themselves, and meetings prior to the White House Conference on Library and Information Services (October 1979) gave us opportunities to take new looks at our libraries in a new framework. These conferences, held in each state, brought together the largest number of nonlibrarians ever assembled to discuss libraries and library services. Independent school libraries are few in number, compared with other types of libraries throughout the United States, but many of the recommendations that came from these conferences and the White House Conference have meaning for us, and we must translate them into attitudes and services that will make our libraries better libraries.

Much has happened quickly in independent school libraries.

As we recognize and take pride in our strides forward, we must also recognize that much remains to be done. Undernourished libraries still exist in our schools; we still have libraries that are deprived of their rightful places within schools because their facilities are used for nonlibrary purposes, such as study halls; communication between librarians and heads of schools has not yet become a perfected art; some librarians still have prejudices about the new technologies, the newer concepts of library services, and networking.

Admissions officers have given us diversity in our student bodies, but we librarians have not yet fully understood and provided for the needs of students who come from widely varied backgrounds. As we go into the 1980's, let us pay close attention to the societal issues that place pressures on our students; let us be personally understanding of students and their needs as we professionally provide resources to meet their needs. Let us continue to practice outreach librarianship, and let us never lose sight of the fact that collections of resources are not ends in themselves, but that the use we make of these resources is what determines the caliber of our libraries.

Tomorrow and tomorrow and tomorrow

The tomorrows come and go so swiftly that it is not feasible to plan for only one tomorrow in the world of libraries; one must plan for a series of unknown tomorrows. Although we do not yet know what the effects on our libraries will be, we do know some of the forces that will affect libraries in the years immediately ahead: the closing of the card catalogue at the Library of Congress in 1981, the implementation of Anglo-American Cataloging Rules, 2d ed. (AACR 2), the recommendations that issued from the White House Conference on Libraries and Information Services, more library applications of the computer, revised guidelines for fair use of copyright materials, and networking. New technological developments, new concepts of library services, new teaching methods, new curricular developments, and revised purposes and goals of our schools will affect our libraries in one of the tomorrows.

We must accept the fact that in one of the tomorrows the library as we know it today will undergo radical transformation or

cease to exist in the same form. The changes will come in the media and techniques used to disseminate information, in handling technical procedures through new technological applications, in improved and expanded ways of sharing resources, and in new types of buildings that will be better designed to conserve energy. The cost of acquiring and maintaining library resources and equipment will not lessen in the immediate future. More attention will be paid to conserving and preserving resources. Expanded uses of network systems and automation will not be inexpensive.

Librarians and others involved in planning for libraries and their services will need to be creative, visionary, flexible, skillful, dynamic, and highly organized. All the tomorrows may not constitute a brave new world, but as individuals we must be equipped to go bravely into whatever new library world emerges.

2

Library Issues and Concerns

Local, regional, and national library workshops during the past several years have addressed current issues in the library field and concerns of librarians, heads of schools, teachers, and trustees. Some of these issues and concerns have persisted. Those that have recurred most often have been selected for emphasis here.

American Association of School Librarians

The establishment of the nonpublic school section of the American Association of School Librarians in June 1979 is a landmark in the history of independent school libraries, for it gives us a national forum within our major professional organization. NAIS gave unqualified support and encouragement to the librarians from its member schools who were instrumental in seeking the establishment of this section. Librarians from NAIS member schools are urged to join the American Association of School Librarians and to participate in the nonpublic school section, whose developments and activities are reported in the NAIS-sponsored newsletter "The Library Connection."

Automation

Librarians, heads of schools, and business managers are becoming more interested in computers and their practical applica-

tions for libraries at the secondary school level. Because the decision to automate or not to automate depends heavily upon many factors unique to the individual library and school, the decision must be preceded by a thorough program of study, research, and evaluation that includes the following steps

1. Study of pertinent professional publications
2. Analysis of available data
3. Understanding of the capacities of on-campus or in-school computers
4. Discussions with librarians in independent school libraries where automated procedures are currently in use
5. Discussions with computer programmers in and outside the school
6. On-site visits to computer installations and programs in several types of libraries
7. Investigation and comparison of cooperative systems and networks currently available
8. Detailed study of initial and ongoing costs

Bibliographic instruction

Educating library users is a major concern of librarians today as evidenced by the growing volume of literature on the subject. Between 1972 and 1977, 500 citations of articles concerned with instruction in library use can be found in *Library Literature*.

Administering a well-designed bibliographic instruction program is one of the library's primary responsibilities. Such a program, consisting of formal and informal components, has two purposes: to enable the student to become academically independent as early as possible, and to provide the basic cornerstone for maintaining one's education throughout one's lifetime.

An informal orientation program for new students early in the fall term introduces the library, its staff, and its resources.

This program should not attempt to provide instruction in the use of libraries.

The formal components of the bibliographic instruction program must reflect the cooperative thinking and planning of the librarian and the teaching faculty and give students instruction pertinent to their needs. A bibliographic instruction program advances from the general needs of the student to more complex needs in specific subject areas. The program emphasizes research techniques and tools, reference materials, computer searches, and available computer search agencies. A well-designed program employs a variety of teaching techniques and formats. To be successful, the bibliographic instruction program must operate within the curricular framework of the school. The program should be evaluated and updated at frequent intervals to ensure its consistency with the curriculum.

"Guidelines for Bibliographic Instruction in Academic Libraries" was developed by the Bibliographic Instruction Task Force of the Association of College and Research Libraries in 1977. Helpful to independent school librarians, this information is available from the ACRL office, American Library Association, 50 E. Huron St., Chicago, Ill. 60611.

Membership in the Library Instruction Round Table of the American Library Association is advantageous for librarians who are responsible for designing and running bibliographic instruction programs. Workshops sponsored by the bibliographic instruction section of the ACRL are frequently available to section nonmembers.

Additional information on bibliographic instruction programs follows immediately below, under "BLISS."

BLISS

Librarians are discovering that drawing up programs and related materials for educating library users is a difficult and time-consuming task. Since 1972, academic libraries concerned with library instruction have received assistance from Project LOEX (Library Orientation-Information Exchange), a national clearinghouse, located at Eastern Michigan University, for the collection and exchange of library instructional information and materials. The primary goal of LOEX is to foster

communication among libraries that have instructional programs and to help libraries develop new programs and strengthen existing ones. Specific LOEX services to members consist of collecting samples and information on all levels of instruction in academic libraries, from basic orientation to advanced bibliographic instruction, and circulating these materials to members on request, and publishing a newsletter reporting current trends and developments in library instruction.

While LOEX is the only national clearinghouse, 26 regional clearinghouses form a network to support LOEX and the idea of library instruction programs. The twenty-seventh clearinghouse, BLISS (Bibliographic and Library Instruction in Secondary Schools), has been established at Choate Rosemary Hall, in Connecticut. This clearinghouse came into being in response to needs expressed by librarians at an NAIS library workshop at Vanderbilt University in June 1978.

The purpose of BLISS is to help librarians design programs of library instruction through the exchange of ideas, problems, programs, and materials. The assumption is that, through better communication about programs in independent schools, we can increase the quality and diversity of our individual programs. The objectives of BLISS are to identify existing programs in independent middle and secondary schools, to collect samples of materials being used in these programs, to act as a clearinghouse for exchange of these materials, and to disseminate information about library instruction materials and programs through "The Library Connection" (an NAIS newsletter) and workshops.

All librarians in private middle and secondary schools are urged to participate in this program. For additional information about this growing collection and its uses, write to the BLISS Clearinghouse, The Andrew Mellon Library, Choate Rosemary Hall, Wallingford, Conn. 06492.

Censorship

In 1977, the National Council of Teachers of English (NCTE) conducted a survey of censorship problems encountered by secondary school teachers of English. The statistics that emerged from this survey are useful as indicators of trends.

According to the report on the survey, which appears on page 16 of *Dealing with Censorship*, "Slightly over 30 percent of the returns reported book censorship problems. . . . In contrast, the NCTE survey of 1966 showed just over 20 percent of the returns reporting censorship pressure on books. The 10 percent increase seems a significant difference."

Although censorship of library and teaching materials has not been a major issue in independent schools, each school should be prepared to deal with attempts at censorship. Each school should have a clearly stated policy on selection of materials that applies to all materials chosen for the library and for instructional purposes.

Each school should also have clearly established and publicized procedures for handling criticism of library or instructional materials. These procedures should allow for

- Designated persons to receive the complaint
- A written form for requesting reconsideration of materials (NCTE or the American Library Association—ALA—can supply model forms)
- Designated persons or committees to review the complaint
- A timetable for handling complaints, from time of receipt to time of decision
- Designated responsibilities of the head of the school, of the head of the department using the materials in question, of the librarian, and of the board of trustees

Some useful references:

- American Association of School Librarians, *Policies and Procedures for Selection of Instructional Materials* (ALA, 1970)
- American Association of School Librarians, *School Library Bill of Rights for School Library Media Programs* (ALA, 1969)
- Davis, James, ed., *Dealing with Censorship* (NCTE, 1979)

Conservation and preservation of materials

Emphasis on the conservation and preservation of library materials is growing. At this time, very few people are trained in conservation techniques. Although few librarians are skilled conservators, it is librarians who must assume responsibility for evaluating the need for conservation and preservation of library materials and for developing and maintaining a program to meet this need.

The New England Document Conservation Center (NEDCC), in Andover, Massachusetts, was established in 1973 by the New England Library Board. This center provides conservation services at cost to the New England area and advisory and consultation services to institutions outside New England. The most recent offering by NEDCC is a high-quality microfilm service that can meet the special challenges and problems presented by difficult-to-film materials such as manuscripts, holograph documents, and handwritten records. All librarians should investigate the services and programs available through NEDCC.

A series of articles on preservation, which began in the May 1, 1979, issue of *Library Journal*, offers practical information to librarians who have little experience in the field. The Library of Congress Restoration Office provides advice on request. Many college and university libraries have their own conservation programs and laboratories.

Librarians should consider information from many sources before they institute conservation and preservation programs. Whatever program they design should include a disaster preparedness plan.

Copyright

In January 1978 the new copyright law (Public Law 94-553, Title 17 U.S. Code) became effective. The new law, which replaced the 1909 copyright law, includes clearcut definitions of fair use. The 94th Congress produced supporting documents that help to interpret the law.

The new law includes specific, well-defined guidelines for photocopying printed materials and music. Unfortunately, the

law is less specific about copying audiovisual materials and taping radio and television programs. The National Commission on New Technological Uses of Copyrighted Works (CONTU) is working with various groups to seek clarification of these guidelines, and it makes available all up-to-date information.

Administrators, teachers, and librarians should be constantly aware of the contents of the copyright law and its implications. Deliberate violation of the law carries heavy penalties, which can range from $250 to $50,000 per violation. The library should maintain an up-to-date file of copyright information, and all school and library policies and procedures should comply with the law.

The American Library Association, the National Council of Teachers of English, and the National Education Association have produced a pamphlet, *The New Copyright Law: Questions Teachers and Librarians Ask*. The pamphlet, which excerpts from a mass of documents information that pertains to photocopying from books and periodicals in nonprofit educational institutions, is available from NCTE, 1111 Kenyon Rd., Urbana, Ill. 61801, or ALA, 50 E. Huron St., Chicago, Ill. 60611.

Evaluation

If there is a cardinal rule for evaluating a library, it is that the entire library program must be evaluated in the light of the school's stated philosophy, goals, and objectives. Evaluation has to be a continuous process within each library, for realistic self-assessment is the most effective step in the development of strong library programs.

Each accredited independent school is subject to a regularly recurring, official evaluation for continued accreditation. Each official evaluation is preceded by extensive self-evaluation. Independent schools are accredited by one of the six regional divisions of the American Association of Schools and Colleges or by a state accrediting agency.

Evaluation instruments vary from region to region. The New England Association of Schools and Colleges is the only regional accrediting agency that has prepared an evaluation instrument for use in independent schools—*Manual for School*

Evaluation—but the manual is being adopted by some of the other regions for use with independent schools. The section on libraries from the manual appears here as Appendix B, below.

The other evaluation instrument most frequently used for accreditation purposes is *Evaluative Criteria for the Evaluation of Secondary Schools*, published by the National Study of School Evaluation, 2201 Wilson Blvd., Arlington, Va. 22201. The fifth edition of this document was published in 1978. Section 6, "Learning Media Services," is available for sale as a separate unit. The committee that prepares this section always has an independent school representative as a working member. The "Guiding Principles" section of the fifth edition contains a unique statement: "The media center serves not only a leadership function in improving the educational environment but also a supportive function by providing the resources of learning." This is the first major evaluation instrument to credit the library media center with a specific leadership role.

State accrediting agencies use evaluation instruments prepared for use in the individual states. Some state departments of education prepare documents to be used by local education agencies to evaluate their own media programs. A good sample of such an instrument is *An Instrument for the Qualitative Evaluation of Media Programs in California*, published by the California State Department of Education in 1972.

The Cooperative Library Association of the Boston Area, which is made up of librarians of independent schools, has prepared *The Cooperative Library Association Evaluation Study*, an instrument designed to be used as a preliminary step in the self-evaluation that precedes the evaluation for accreditation purposes, to be used as a guide by participating libraries for improving library services, and to serve as a reminder of what library services should ideally be.

Evaluation of libraries must always be quantitative and qualitative, covering physical facility, library staff, resources, services and programs, and finances.

Gifts to the library

Most people who make gifts in kind to libraries want a dollar value placed on their gifts for income tax purposes. Appraisals of gifts to the library should be consistent with the school's general policy for handling all gifts. Because gifts to libraries are more apt to be gifts in kind than those to other departments, appraisal procedures should be clearly delineated in the library's gift policy statement.

Unless the librarian or a library staff member is a qualified appraiser, it is illegal for such a person to assign a dollar value to gifts other than those available at a standard price on the open market. Appraisals are tax deductible to the donor, but not as a charitable deduction. Check with your school's development officer or legal counsel for the exact wording of the revenue ruling to be included in the library's gift policy statement.

A gift policy statement should include information on

- The library's willingness or lack of willingness to accept restricted gifts
- The degree of freedom to dispose of gifts or portions of gifts inappropriate for library use
- Appraisal procedures, including specific information about arranging for appraisals—whether by school or by donor—and payment for appraisals—whether by school or by donor

Guidelines, recommendations, and standards

No absolute standards exist for school libraries. *Media Programs: District and School*, prepared by the American Association of School Librarians and the Association for Educational Communications and Technology, was published in 1975 by the American Library Association. This guide replaced *Standards for School Library Programs*, which had been published in 1969 by the American Library Association and the National Education Association. *Media Programs: District and School* offers recommendations and guidelines.

The majority of state departments of education prepare guidelines and recommendations for school libraries. Outstanding among these publications are

- *Criteria for Modern School Library Media Programs*
  Office of School Media Services
  Division of Library Development and Services
  Maryland State Department of Education
  857 Elkridge Landing Rd.
  Linthicum, Md. 21090
- *Media Programs Guide*
  Oregon Department of Education
  Salem, Ore. 97310
- *Media Program Recommendations*
  Division of Educational Media
  North Carolina State Department of Public Instruction
  Raleigh, N.C. 27611
- *Nebraska Guide for Establishing, Developing, Evaluating School Media Programs*
  Division of Instructional Services
  Nebraska Department of Education
  301 Centennial Mall South
  Lincoln, Neb. 68509

Standards for University Libraries, prepared by a joint committee of the Association of Research Libraries and the Association of College and Research Libraries, was published in 1979. Although designed for libraries in institutions of higher learning, some of these standards are relevant to secondary schools. For more complete information, write to the ACRL Office, American Library Association, 50 E. Huron St., Chicago, Ill. 60611.

Insurance

Books and other library resources present a difficult valuation problem to insurance companies. It is essential for each library to maintain an up-to-date inventory of all its resources.

The shelf list, a record on cards of the books in a library arranged in the order in which they stand on the shelves, is the inventory of the book collection. Because the shelf list is used so frequently in the library for filing new acquisitions and for referral purposes, it must remain there. A duplicate shelf list or a microfilmed version of the shelf list must be kept in another building on campus, in a bank vault, or even at another school. If a library does not have a copy of its shelf list housed elsewhere, every person on the campus or in the school who is involved in emergency procedures must realize the importance of removing the shelf list from the library in case of emergency or disaster.

As soon as the duplicate shelf list is completed and properly housed, these same persons should be notified of the change. A duplicate or microfilmed copy of the inventory of all other library resources and equipment (including furniture and works of art) should be housed with the duplicate shelf list.

For specific information on insurance, refer to two publications available from the American Library Association, 50 E. Huron St., Chicago, Ill. 60611:

- American Library Association, Library Technology Project, *Protecting the Library and Its Resources*, 1963
- Myers, Gerald E., *Insurance Manual for Libraries*, 1977

Networks

Some libraries are participating in the limited number of network systems currently available to secondary schools. All independent school librarians should be looking forward to the day when a nationwide library and information services network is available to us. We should also work actively and aggressively to make sure that school libraries will be able to participate in a nationwide system.

At this writing, a recent report, "The Role of the School Library Media Program in Networking," was available from the National Commission on Libraries and Information Services, 1717 K St., N.W., Washington, D.C. 20036, and from the U.S. Government Printing Office. This report, produced by

a task force appointed by the national commission, with the assistance of the American Association of School Librarians, is essential reading for all librarians. The librarian in each independent school should discuss this report with the head of the school and with others involved in long-range planning for the library.

Security systems

The need for a security system in a library can only be determined by the individual school. Important factors to be considered are

- Percent of collection lost annually
- Number of books lost annually
- Dollar value of book losses
- Frustration caused by "temporarily missing" books

The decision to adopt a security system, especially in a school, is a difficult one, for it is tempting to try to go on believing that books are just "temporarily missing" or that "it could never happen here." If the final decision is to install a security system, the librarian and the head of the school should consult the American Library Association's Technology Reports before a system is selected.

3

The Library in the School

Independent schools, as well as all other schools, colleges, and universities, have experienced many unforeseen changes during the past decade. Many of these changes have been caused by external rather than internal forces. More changes, some of which are predictable even now, will come; changes caused by unpredictable shifting external and internal forces surely lie ahead as well. As our schools have undergone change, so have their libraries; as more changes come to the schools, so will more changes take place in their libraries.

The library's unique mission within the school—to function as an intellectual force—remains unchanged. Methods by which libraries accomplish this mission have changed, are changing, and will continue to change. For the library to be a vital force in its school and its community, we as librarians must understand thoroughly the school in which we function and the clientele we serve. To gain this understanding, we must take frequent, objective, penetrating looks at our schools, our libraries, and ourselves.

Have our libraries changed to meet new needs of our schools? Have we been aware of the changes within our schools? Do our libraries reflect conditions in our schools as they were ten years ago or as they are today? Or—as we are faced with frequently changing conditions, burgeoning knowledge, new curricula, new technology, new approaches to learning and teaching, and new emphasis on education as a life-long process—do we contaminate them with old attitudes and ways and yearn for the good old days?

The following statements and questions are offered merely as a starting line and stepping stones; they are not meant to be definitive roles or guidelines. In using these to build more statements and questions, the answers to all of them should help to make our libraries living parts of our schools as they are today.

One of the requirements for each accredited independent school is a written statement of philosophy, objectives, and goals that clearly delineates the uniqueness of the school. If the library is to be an effective part of the school, its philosophy, goals, and objectives must, in turn, support and implement that statement.

1. What are the philosophy, goals, and objectives of the school's library?

2. How do the philosophy, goals, and objectives of the library implement the stated philosophy, goals, and objectives of the school?

3. Every accreditation or reaccreditation is preceded by extensive self-evaluation. At the time of the last self-evaluation, what was the major shift—if any—in the goals and objectives of the school? The library?

4. When was your school last accredited or reaccredited? What evaluation instrument was used?

5. List specific recommendations—if any—pertinent to the library that were made by the school's most recent evaluation team. Which ones have been carried out? Which ones have not been carried out, so far, and when will they be carried out?

Needs for library resources and services vary with the location and type of school.

1. What effect does the geographic location of your school have on the resources and the services the library offers?

2. What are the unique demands made on the library because of the type of school (boarding, day; urban, rural) you serve?

Independent school students tend to come from more diverse backgrounds than they did a year ago.

1. How has the makeup of your student body changed in the last decade?

2. How has this change affected the library, its resources, its services, and its staffing patterns?

Wide publicity has been given to falling SAT scores, followed by many educated and uneducated guesses setting forth real or imagined reasons for this decline: "Less able students," "Too much television and not enough reading," "Less committed teachers and teaching," "A swing away from the 'basics,'" "Curriculum based on relevance rather than on reality of sound educational philosophy."

1. Have SAT scores declined in your school?

2. If they have, how have they been reflected in the building and use of library resource collections?

Many of our schools have had a change of administrators during the past decade. The absence of traditional so-called "school people" from top administrative positions has been a cause of concern to many teachers and librarians.

1. When was the current head of the school appointed?

2. Did he or she come from a secondary school or college, or from outside the academic world?

3. In what major ways has the tenure of a new head had an impact on the school? On the library?

4. Is the head of the school truly library-oriented?

5. How do you best communicate with the head?

Financial retrenchment is a familiar theme among independent schools and colleges.

1. During the past two years, has the library experienced a shrinking budget, a no-growth budget, a rapid-growth budget, or a normal-growth budget?

2. Have the budgets of other academic departments and the athletic department experienced the same treatment as the budget of the library?

3. What is the impact of the school's current financial status on the library in terms of
   a. Expansion of resources?
   b. Personnel?
   c. Services?
   d. Physical facilities?
   e. New programs?

4. What is the annual library budget (last year and this year) allocated by the school?

5. What is the total academic and instructional budget (last year and this year) allocated by the school?

6. Does the library receive Title IV-B federal funds?

7. Are endowed library funds available for use?

8. Has the library received any foundation grants within the past two years?

9. What other monies are available to the library on an annual basis?

The past 10-15 years have seen the collapse and disappearance of some schools, the merging of other schools, and a swing away from single-sex schools.

1. Has the nature of your school changed during the past 10-15 years?

2. If so, has the change affected the library?

The energy crisis has not bypassed schools.

1. What have been the effects, other than economic, of lowered supplies of energy on the school? On the library?

2. What changes in procedures and services have you instituted in the library as energy supplies have lessened?

3. What energy-saving procedures do you project for the future as supplies continue to dwindle?

The student unrest of the late 1960's and early 1970's caused many schools to make extensive curricular changes. These changes have become a way of life, and now new courses are introduced every year, if not every term.

1. What three courses introduced into the curriculum during the past two years have made the greatest demands on library resources?

2. How do you learn about forthcoming new courses?

3. Who are the members of the academic policy-making group in the school? Of the curriculum planning group?

4. Are you a fully participating member of these two groups?

This same student unrest brought about many changes in the traditional patterns and ways of life in independent schools, especially in the boarding schools.

1. What has been the impact on the library of these major changes?

Librarians should be "teacher aware," and teachers should be "librarian aware."

1. Are teachers as aware of you as an educator as you are of them?

2. What are the most effective avenues of interaction and communication between you and the teaching faculty?

3. How do you assess the needs of new teaching faculty members before and as they enter your school?

Many schools have developed standards and procedures for evaluating the teaching faculty, department chairmen, and administrators. Evaluation techniques vary widely in format, style, and degree of formality from school to school.

1. Does your school have clearly defined evaluation procedures?

2. Are you evaluated by the procedures used for the teaching faculty, department chairmen, or administrators?

3. By which procedures are other professional library staff members evaluated?

Some schools have clearly articulated and published salary schedules.

1. Does your school have such a salary schedule?

2. Does your salary fall within the range designated for teaching faculty, department chairmen, or administrators?

3. Within which salary range are professional library staff members paid?

For many years, the recurring cry of librarians has been, "Give me more staff."

1. Is the library sufficiently staffed to operate at peak efficiency?

2. Is the library overstaffed? Understaffed?

3. Is the library's staffing comparable to that of other academic departments?

4. In what ways do you ask staff members to perform routine tasks that could be done equally well—and perhaps more economically—by commercial firms or machines?

The high cost of replacing buildings, equipment, and resources is of grave concern to all school administrators. The cost of library resources is at an all-time high.

1. Are the library buildings and resources insured as part of the school's blanket insurance policy, or are resources insured as a separate entity?

2. How recently has insurance coverage of library resources been upgraded?

3. In case of a major disaster, would current coverage be adequate for rebuilding, re-equipping, and restocking the library?

Detailed plans for action in times of emergency should exist in every institution.

1. Does your school have emergency plans?

2. Does the library have an emergency plan?

3. If a duplicate or microfilmed copy of the shelf list is not housed outside the library, who in the school—other than you and your staff—realizes the importance of removing the shelf list in case of fire or other major disaster?

On January 1, 1978, a new copyright law (Public Law 94-553, Title 17 U.S. Code) became effective. Teachers and administrators at all levels should be aware that deliberate violation of the copyright law carries heavy penalties.

1. Has the library made information about the new copyright law available to faculty, administrators, and staff?

Although independent schools have the lingering reputation of being islands unto themselves, many of them are, in reality, involved in cooperative programs with public schools, church schools, other independent schools, education agencies, and public agencies.

1. In what cooperative programs does your school participate?

2. In what cooperative programs does the library participate?

3. What are your plans for expanding cooperative library programs?

4. How do you learn about cooperative services and programs that are available in your community, region, and state?

5. How frequently and on what occasions during the past two years have you made the facilities, resources, and services of your library available to schools, organizations, or agencies in your community, region, or state?

Libraries are sources of information, inspiration, and recreation.

1. What five books or types of books are the most popular among students for recreational purposes this year? Among the faculty? Among administrators? Among the staff?

2. How do you find out what kinds of recreational reading students, faculty, administrators, and staff like?

3. How do you solicit recommendations for purchase from the various segments of your reading public?

4. How often do you follow these recommendations?

Each of us has special techniques for analyzing the needs of our communities and meeting those needs.

1. How do you analyze the needs of your school community?

2. How do you analyze the needs of the community in which your school is located?

3. How well does the library meet the needs of the school community?

4. How well does the library meet the needs of the community in which the school is located?

5. Is the library more successful in meeting the academic and curricular needs of the school than it is other needs?

6. What were the greatest needs of the school community during the last complete academic year?

7. Which needs were new ones during that year?

8. What features of the library—its resources, its program, its response to school and community needs—are unique to your library?

9. What special programs offered by the library enrich the cultural life of the school community? The extended community?

10. Does the library primarily support or lead within the school community?

11. Are you satisfied with the current role the library plays?

12. If you are not, what are your short-range plans for changing or expanding its role? Your long-range plans?

Even though we return to school each September with a clear-cut set of priorities for the library, the rush of daily activities and the need just to "keep up" often cause us to lose sight of or abandon those carefully planned priorities.

1. What were the priorities—as you had planned them—for the most recently completed academic year (in order of priority!)?

2. Did you succeed in developing each priority in orderly fashion?

3. Which—if any—did you fail to achieve, *or* abandon through choice, *or* abandon because of external forces?

4. What are the priorities for the library for the current academic year (in order of priority!)?

5. Are these priorities compatible with those for the school?

6. How will each of the priorities, if developed, support and further the objectives and goals of the school? Of the library?

Thoughts, statements, reflections, questions, suggestions

1. This is your space for freewheeling, ad libbing, dreaming, or just thinking on paper about the library, the school, and the community.

4

Library Self-Evaluation

This chapter containing self-evaluation checklists has been retained in this edition of *The Library in the Independent School* at the request of librarians, heads of schools, and trustees who found this approach to self-evaluation to be of value to them in their individual schools. The checklists here have been brought up to date to reflect concerns, trends, and terminology that have emerged since the original questions were formulated, in 1968.

The following checklists are offered as starting points in the self-evaluation of the library in the independent school. While not all-inclusive, they are designed to be revealing. They deliberately ignore the technical details of selecting, acquiring, organizing, and maintaining collections of resources, the steps involved in evaluating the soundness of the collections, and the chores and minutiae that are part of every library's and every librarian's daily routine.

Use these questions to point to more searching questions to ask yourself. Answer them honestly, for what we do and what we think we do are often light years apart. Use your answers to these questions and the questions you add to strengthen library programs where they need strengthening, to widen your choices of media if they need widening, to alter attitudes if they need altering. But above all, use these checklists as conversation starters about the library in your school.

For the Head of the School: The Library in *Your* School

Library staff

1. Does the librarian have a graduate degree in library science? _____
2. Does the librarian have the status of a department chairman? _____
3. Does the librarian regularly attend faculty meetings? _____
4. Is the librarian a member of the academic and/or curriculum planning committee? _____
5. Is the librarian invited to attend department meetings when new courses are being designed or when matters involving library resources, policies, or procedures are being discussed? _____
6. Is the librarian invited to attend administrators' meetings when issues affecting the library are being discussed? _____
7. Is the librarian responsible for the unified library program of the school? _____
8. Is the librarian a member of the following professional organizations?
   a. American Library Association _____
   b. American Association of School Librarians _____
   c. Association for Educational Communication and Technology _____
   d. Professional library organizations in the state _____
   e. Professional library organizations in the region _____
   f. Professional library organizations in the city or community _____
9. Do you encourage the librarian to participate in

organizations, workshops, and seminars that will stimulate his or her professional growth? _____

10. Do you encourage the librarian to visit libraries in schools similar to yours? _____

11. Does the support staff of the library include people with the following training and/or skills?
    a. People with degrees in library science _____
    b. Adult assistants without degrees in library science _____
    c. Audiovisual specialist _____
    d. Audiovisual technician _____
    e. Archivist _____
    f. Secretarial assistants _____
    g. Clerks _____
    h. Student assistants _____

12. Does the library staff consist of people offering a sufficient range of skills to deal competently with the traditional aspects of the library program as well as with the audiovisual program, innovative programs, and the newer areas of computer services? _____

13. Is the library staff sufficiently large and competent to perform the following tasks?
    a. Assure adequate and appropriate staff coverage for all hours when the library is open _____
    b. Assure efficient and complete organization of all resources _____
    c. Relieve the professional staff of nonprofessional chores and routines _____
    d. Maintain all equipment _____
    e. Participate in curriculum development _____

f. Develop and carry out program proposals for foundation grants or federal programs _____

g. Conduct in-service workshops for teachers and administrators _____

h. Design and conduct a bibliographic instruction program for students _____

14. Is communication between your office and the librarian's office clear, frequent, and productive? _____

Library resources

1. In addition to books, periodicals, and newspapers, does the library transmit information through a broad variety of media? (See page 43.) _____
2. Do library resources include a collection of professional literature for faculty and administrators? _____
3. Do library resources include the school's archives? _____
4. Does the library have enough listening, viewing, and copying equipment to allow maximum use of its resources? _____
5. Are library resources extensive enough to support the school's teaching, independent study, and special academic programs? _____
6. Does the library borrow materials on interlibrary loan? _____

Library facilities

1. Is the library located centrally in relation to other academic facilities? _____
2. Is the library of sufficient size and scope to serve the school's academic and program needs effectively? _____

3. Does the present library facility include physical areas that support the diverse facets of its program? (See pages 45-46.) _____

Library use

1. Does the library serve as a scheduled study hall? _____
2. Do students have free access to library resources? _____
3. Does the teaching in the school demand extensive use of library resources? _____
4. Are students ever denied access to the library and its resources because school functions are scheduled in the library? _____
5. Are library resources sufficiently strong for teachers to develop lectures, class projects, etc.? _____
6. Do faculty members make frequent and intelligent use of library resources? _____
7. Does the library attract faculty, students, and administrators for leisure use? _____
8. If the school is a boarding school, is the library available to students during evenings and weekends? _____
9. Is the library the center of intellectual activity on campus? _____

Library finances

1. Does the annual school budget include a detailed library budget? _____
2. Do you and the others involved in preparing the final budget consult the librarian before the library budget is prepared? _____
3. Is the budget adequate for providing resources and services to students, teachers, and administrators? _____

4. Do you use federal funds available under ESEA Title IV-B? _____
5. Does the library have endowed funds for the purchase of resources? _____
6. Does the library have endowed funds for building maintenance? _____
7. Does the library receive foundation support for special collections or programs? _____
8. Does the school's development office actively encourage or seek endowment gifts for the library? _____
9. Does the school's annual giving program designate the library as one of the areas to receive funds? _____

Library guidelines and criteria

1. Have you and the librarian discussed the library within the framework of *Media Programs: District and School*, published in 1975 by the American Library Association and the Association for Educational Technology? _____
2. Does the department of education in your state offer guidelines, criteria, standards, or recommendations for school library media programs? _____
3. If so, have you and the librarian discussed the library within the framework of any of these state guidelines (if they exist)? _____
4. Are the school's trustees familiar with the contents of *Media Programs: District and School* or with any state guidelines that may be provided? _____

Library evaluation

1. Has the library staff developed informal annual evaluation techniques for assessing the effective-

ness of the library's resources, services, personnel, and programs? _____

2. At the time of the school's last accreditation or reaccreditation, did the evaluating team make any specific recommendations about the library? _____
3. If so, have their recommendations been followed? _____
4. Was a librarian a member of the last evaluating team? _____
5. Do you and the librarian make informal evaluations of the library's resources, services, personnel, and programs each year? _____
6. Have you and the librarian made a thorough evaluation of the library within the last three years? _____

Library policies

1. Does the library have a written policy statement on material selection? _____
2. If so, does the statement mention the following items?
   a. Weeding the collection _____
   b. Gift materials _____
   c. Controversial materials _____
3. Does the school have a clearly articulated policy outlining procedures for handling challenged materials? _____
4. Does the library have a clearly articulated policy describing the library's position on compliance with the copyright law? _____
5. Does the statement on the copyright law make specific reference to materials placed on reserve? _____

The library in the school

1. Does the library, as it is now constituted, have an opportunity to exert academic leadership? _____
2. Do you encourage the library to assume academic leadership? _____
3. Does the library exert forceful academic leadership? _____
4. Do students find the library a stimulating, active center of intellectual resources, ideas, and activities? _____
5. Does the faculty regard the library as the major intellectual force in the school? _____
6. Do *you* consider the library to be the school's most effective academic resource? _____
7. Are you wholeheartedly committed to the importance of the library? _____
8. Do you give the librarian and the library staff active support and encouragement? _____
9. Does the library's program exemplify and carry out the stated philosophy, objectives, and goals of the school? _____

For the Librarian: The Library in *Your* School

The librarian

1. Do you have a degree in library science? _____
2. Do you have the status of a department chairman? _____
3. Do you regularly attend faculty meetings? _____
4. If not, is it because the administration does not encourage or require your attendance? _____

5. Are you a member of the academic and/or curriculum planning committee? _____
6. Do you attend department meetings when new courses are being designed or when matters involving library resources, policies, or procedures are being discussed? _____
7. Do you attend administrators' meetings when issues affecting the library are being discussed? _____
8. Are you responsible for the school's unified library program? _____
9. Are you a member of the following professional organizations?
   a. American Library Association _____
   b. American Association of School Librarians _____
   c. Association for Educational Communication and Technology _____
   d. Professional library organizations in your state _____
   e. Professional library organizations in your region _____
   f. Professional library organizations in your city or community _____
10. Are your membership dues to professional organizations paid by the school? _____
11. Have you served on committees in any professional organizations? _____
12. Do you attend at least one conference, workshop, or meeting of a professional organization each year? _____
13. Have you contributed articles for publication in professional journals? _____
14. Have you served as a member of an evaluation team? _____

15. Do you visit libraries in schools similar to yours each year? _____

16. Do you invite librarians from other schools, both public and private, to meet for informal or formal discussions in your library? _____

17. Do you seek information or assistance from the state consultant for school media services (if one exists)? _____

Library staff

1. Does the support staff of the library include people with the following training and/or skills?
   a. People with degrees in library science _____
   b. Adult assistants without degrees in library science _____
   c. Audiovisual specialist _____
   d. Audiovisual technician _____
   e. Archivist _____
   f. Secretarial assistants _____
   g. Clerks _____
   h. Student assistants _____
2. Does the library have adults who work as volunteers? _____
3. Is there a clear distinction in the library between professional and clerical duties? _____
4. Are nonprofessional and clerical routines handled by nonprofessional staff members, freeing the time of the professional staff for professional matters? _____
5. Is the library staff sufficiently large and competent to perform the following tasks?

a. Assure adequate and appropriate staff coverage for all hours when the library is open _____

b. Assure efficient and complete organization of all resources _____

c. Maintain all equipment _____

d. Give adequate personal attention to each student and faculty member _____

e. Carry out an effective library program _____

6. Do you have an up-to-date staff manual outlining procedures and practices in the library? _____

7. Do you conduct in-service training sessions for nonprofessional staff members? _____

8. Do you encourage professional staff members to join professional organizations? _____

9. Do you encourage professional staff members to participate in workshops, seminars, and other activities that will stimulate their professional growth? _____

10. Does the staff have a range of skills that enables the library to investigate, experiment with, and use new techniques and concepts in the library world? _____

11. If you feel that the size and range of proficiencies of the library staff are inadequate, have you discussed this matter with the head of the school during the past year? _____

Library policies

1. Does the library have a written policy statement on materials selection? _____

2. If so, does the statement mention the following items?

a. Weeding the collection _____

b. Gift materials _____

c. Controversial materials _____

3. Does the school have a clearly articulated policy outlining procedures for handling challenged materials? _____

4. Does the library have a clearly articulated policy describing the library's position on compliance with the copyright law? _____

5. Does the statement on the copyright law make specific reference to materials placed on reserve? _____

The librarian and the head of the school

1. Do you and the head of the school jointly make the final decisions regarding library policies? _____

2. Do you keep the head of the school informed at all times of current happenings of interest in the library, unique acquisitions, unusual problems, and patterns of use? _____

3. Do you bring new developments in the library world to the attention of the head of the school? _____

4. Do you feel that you and the head of the school have sufficient and clear communication with each other? _____

5. Can you depend upon the head of the school for realistic backing for the library? _____

The librarian and the board of trustees

1. Is the board of trustees actively interested in the library? _____

2. Are you acquainted with each member of the board? _____

3. Do individual members of the board make constructive suggestions about the library? _____

4. Does the board provide realistic financial support for the library? _____
5. Is the board kept aware of progress and/or problems in the library? _____
6. Do you bring new developments in the library world to the attention of the board of trustees? _____
7. Do you serve on any trustee-faculty committees? _____

The librarian and the faculty

1. Do you communicate changes in library policies and procedures to the faculty as soon as (if not before) they go into effect? _____
2. Do you have a faculty library committee? _____
3. Are you in frequent communication with department chairmen about library resources and their instructional uses? _____
4. Do you inform individual faculty members when new materials that fall within their specialized fields of interest are added? _____
5. Do you inform individual faculty members of articles in current periodicals that might be of interest to them? _____
6. Do you keep a file of course syllabuses in the library? _____
7. Do you participate (with the faculty) in curriculum and course planning? _____
8. Does the library support individual faculty members in their scholarly research? _____
9. Do you suggest nonprint materials to the faculty as freely as you suggest print materials? _____
10. Does the library provide up-to-date professional materials for faculty members? _____
11. Do you solicit faculty recommendations for library purchases? _____

12. Does the library have a library handbook for faculty members? _____
13. Do you actively seek faculty participation in the library program? _____
14. Do you constantly check with the faculty about ways the library can be more effective in the academic life of the school? _____
15. *Or* do you wait for the faculty to make suggestions to you? _____
16. Do you cooperate with teachers in providing materials and preparing exhibits for classroom displays? _____
17. Do you provide training sessions for teachers in media production techniques and in the use and operation of equipment? _____
18. Do you give new faculty members information about the library and its resources before they arrive to take up their teaching responsibilities? _____
19. Do you invite new faculty members to provide you with a list of resources they will want during their first days of teaching on the campus? _____
20. Do you have an orientation session at the beginning of each academic year for new faculty members? _____
21. Do you feel that you exert constructive academic leadership among the faculty? _____
22. If you do not feel that you exert strong academic leadership, is it because the general academic climate of the school is not library-oriented? _____

The librarian and the students

1. Do you have an orientation session at the beginning of each academic year for new students? _____
2. Do you and the library staff have good rapport with students? _____

3. Do you have a student library committee? _____
4. Do you solicit student recommendations for library purchases? _____
5. Do you actively seek student participation in planning and carrying out the library program? _____
6. Do you carry out students' suggestions and recommendations? _____
7. Do you and the library staff enjoy teenagers as people? _____
8. Do students have ready access to all library resources? _____
9. Do you participate in student-oriented extracurricular activities? _____
10. Do you participate in special academic programs, such as mini-terms? _____
11. Do students turn to you as readily for leisure reading suggestions as they do for course-related reading? _____
12. Do you work closely with students who are involved in independent study or tutorial programs? _____
13. Do students turn to you for suggestions about their academic needs involving library resources? _____
14. *Or* do they turn first to teaching faculty members? _____
15. Do you feel that you work successfully with students? _____
16. Do students take pride in the library as a center of intellectual activity? _____

Library resources

1. In addition to books, periodicals, and news-

papers, does the library transmit information through the following media?

a. Community resource file _____
b. Computer searches _____
c. Filmloops _____
d. Films (8mm) _____
e. Films (16mm) _____
f. Filmstrips (silent) _____
g. Filmstrips (sound) _____
h. Globes _____
i. Government documents _____
j. Graphic materials _____
k. Instructional games _____
l. Maps _____
m. Microcards _____
n. Microfiche _____
o. Microfilm _____
p. Models _____
q. Multimedia kits _____
r. Pamphlets _____
s. Recordings (disk) _____
t. Recordings (tape) _____
u. Slide programs (silent) _____
v. Slide programs (sound) _____
w. Slides _____
x. Television _____
y. Transparencies _____
z. Videotapes _____

2. Does the library have enough listening, viewing, and copying equipment to allow maximum use of resources? _____
3. Are you free of prejudice about the use of mechanical devices as transmitters of information in the library? _____
4. Does the library have special book collections (alumni authors, rare books, special subject or area collections, etc.)? _____
5. Do you frequently borrow materials on interlibrary loan? _____
6. Are the library's resources adequate for the informational, inspirational, and recreational needs of the school? _____
7. If you feel that resources are inadequate, have you outlined needs in a systematic way and discussed them with the head of the school? _____

Bibliographic instruction

1. Do you have a formal, organized program of bibliographic instruction? _____
2. Did faculty members participate in developing this program? _____
3. Is your bibliographic instruction program thoroughly supported and encouraged by the teaching faculty? _____
4. Are you satisfied with the way the program works? _____
5. Are you invited into classrooms to discuss specialized resources or research techniques? _____
6. Are students prepared to make effective use of library resources and techniques that they will encounter on the college level? _____
7. Do you invite college or university librarians to

discuss with seniors problems they might encounter in the use of libraries as college freshmen? _____

Library facilities

1. Do you feel that the library's location gives maximum ease of access? _____
2. Is the interior of the library aesthetically pleasing? _____
3. Is the library easy to supervise? _____
4. Does the present library facility include the following areas?
   a. Study area including individual carrels _____
   b. An area containing carrels equipped with electronic systems _____
   c. Browsing area _____
   d. Periodical area _____
   e. Microform area _____
   f. Conference/class room _____
   g. Individual conference rooms _____
   h. Listening area(s) _____
   i. Viewing area(s) _____
   j. Storage area(s) _____
   k. Student typing area(s) _____
   l. Faculty studies or conference rooms _____
   m. Display area(s) _____
   n. Archives area _____
   o. Recording studio(s) _____
   p. Production areas (graphic and audiovisual) _____
   q. Darkroom(s) _____

r. Enclosed office space _____

s. Library staff workrooms _____

5. Is the library acoustically treated in essential areas? _____

6. Does the library have expansion space for future development? _____

7. Are library facilities used to their maximum capacities? _____

8. Do you feel that the library should be open more hours than it is now? _____

9. Does the library have a security system? _____

10. Is the library of sufficient size and scope to serve the school's academic and program needs effectively? _____

11. If library facilities are inadequate, have you outlined needs in a systematic way and discussed them with the head of the school? _____

Library guidelines and criteria

1. Do you use the recommendations and guidelines in *Media Programs: District and School*, published in 1975 by the American Library Association and the Association for Educational Technology, for planning and evaluation purposes? _____

2. Have you discussed *Media Programs: District and School* with the head of the school? _____

3. Does the department of education in your state offer guidelines, criteria, standards, or recommendations for school library media programs? _____

4. If so, do you use any of these state materials? _____

Library evaluation

1. Have you and the library staff developed infor-

mal evaluation techniques for assessing annually the effectiveness of the library's resources, services, personnel, and programs? _____

2. At the time of the school's last accreditation or reaccreditation, did the evaluating team make any specific recommendations about the library? _____
3. If so, have the recommendations been followed? _____
4. Was a librarian a member of the last evaluating team? _____
5. Do you and the head of the school make informal evaluations of the library's resources, services, personnel, and programs each year? _____
6. Have you and the head of the school made a thorough evaluation of the library within the last three years? _____

Communications and public relations

1. Do you have a library handbook for students? _____
2. Does the school's handbook contain a section on the library? _____
3. Do you prepare an annual report for distribution to the administration, board of trustees, donors, and other interested friends of the library? _____
4. Do you have a Friends of the Library organization? _____
5. Do you publish a regular library bulletin or newsletter? _____
6. Does the school newspaper regularly carry a library column? _____
7. Does the alumni/ae bulletin carry articles and pictures pertaining to the library? _____
8. Do you distribute lists of new acquisitions? _____

9. Do the local newspapers cover special activities in the school's library? _____
10. Do you prepare displays for special school occasions? _____
11. Do you prepare resource lists for special school occasions? _____
12. Do you seek faculty and student suggestions for special library displays that will highlight instructional projects or personal interests? _____
13. Do you borrow materials from outside the school to use in displays? _____

Library program

1. Do you keep sufficiently up to date on new concepts and new techniques in the library world so that the library's program is truly representative of the latter part of the twentieth century? _____
2. Is the library program so far-reaching that the library permeates every area of school life? _____
3. Do you bring the outside world into the library through visiting authors, visiting lecturers, book fairs, and other special programs? _____
4. Does the library program effectively carry out the philosophy, objectives, and goals of the school? _____
5. If you are not satisfied with the current library program, have you presented realistic, concrete plans for an improved program to the following people?
   a. The head of the school _____
   b. The academic policy-making group _____
   c. The faculty _____
   d. The board of trustees _____

The library in the school

1. Are you convinced that the library in your school is a dynamic intellectual force? _____
2. If the library does not exert effective intellectual stimulation, can you pinpoint the reasons why? _____
3. Are you prepared to do whatever is needed to make sure that the library does assume its rightful role of academic leadership? _____

Appendix A

Acronyms for the Uninitiated

The school's library can give you detailed information about the following publications, organizations, systems, terms, and processes.

AACR 2	Anglo-American Cataloging Rules, 2d ed.
AASL	American Association of School Librarians
ACRL	Association of College and Research Libraries
ACS	Automated Circulation System
AECT	Association for Educational Communications and Technology
ALA	American Library Association
ARL	Association of Research Libraries
BALLOTS	Bibliographic Automation of Large Library Operations Using a Time-Sharing System
BIP	*Books in Print*
BLISS	Bibliographic and Library Instruction in Secondary Schools
CCC	Copyright Clearance Center
CCLN	Council for Computerized Library Networks
CIP	Cataloging in Publication
CONTU	National Commission on New Technological Uses of Copyrighted Works

EDRS	ERIC (Education) Document Reproduction Service
ERIC	Educational Resources Information Center (Department of Education)
FEDLINK	Federal Library and Information Network
GPO	Government Printing Office
IFRT	Intellectual Freedom Round Table (ALA)
ILL	Interlibrary Loan
LC	Library of Congress
LIRT	Library Instruction Round Table (ALA)
LITA	Library and Information Technology Association
LJ	*Library Journal*
LL	*Library Literature*
LOEX	Library Orientation-Information Exchange
LTR	*Library Technology Reports*
MARC	Machine-Readable Cataloging
MIDLNET	Midwest Regional Library Network
NAIS	National Association of Independent Schools
NCLIS	National Commission on Libraries and Information Science
NCTE	National Council of Teachers of English
NEDCC	New England Document Conservation Center
NELINET	New England Library Information Network
NOTIS	Northwestern On-Line Total Integrated System
OCLC	Ohio College Library Center
OIF	Office for Intellectual Freedom (ALA)
OP	Out of print
RC	Register of Copyrights
RLG	Research Libraries Group
RLIN	Research Libraries Information Network

SALINET	Satellite Library Information Network
SLICE	Southwestern Library Interstate Cooperative Endeavor
SOLINET	Southeastern Library Network
SPIRES	Stanford Public Information Retrieval System
YASD	Young Adult Services Division (ALA)

Appendix B

Sample Guidelines for a Library's Self-Evaluation

The following sample guidelines for a library's self-evaluation are reproduced by permission from section IV, "Program," of the *Manual for School Evaluation*, the comprehensive evaluation instrument prepared by the Commission on Independent Schools of the New England Association of Schools and Colleges.

B. *Resources*

1. Library and Other Learning Centers
   This section will be completed by a committee representing responsible professional staff as well as other members of the school community.

   It is recognized that schools offer a variety of learning centers including libraries, studios, laboratories, shops, stages, etc. The first part of this sub-section concerns the library learning center; the second part is about other learning centers.

   a. Library/Learning Center

      1. Provide the following data: number of volumes in the library by classification (indicate classification system used); number of periodicals by type; current newspapers subscribed to; audio-visual material; operating budget provisions for library; gifts and other sources of income for library; a description of the physical facility itself.

      2. How do students learn to make effective use of the library/learning center?

3. What is the existing library/learning center schedule? What considerations led to the establishment of the present schedule?

4. Describe the role of the library/learning center in the life of the school. What procedures are used to integrate the work of the library/learning center with the program of the school? How is it used by students, faculty, and others?

5. How are decisions made regarding acquisitions to the library? How are budgetary allocations determined, both for the library/learning center itself and faculty, student, or departmental requests?

6. What recommendations do you have for making the library/learning center an increasingly effective resource for the program?

b. Other Learning Centers

Schools may use other learning centers in a variety of ways. Please feel free to describe and discuss any special features: *e.g.*, open laboratories, music and art studios, individual project rooms, etc. There is, however, no specific series of questions to which a response is required.

2. List those persons responsible for the preparation of this subsection.